

Mercenfeld Primary School



Relationships Education Policy Including Sex Education Policy

1. Context

1.1 Relationships Education in our school

In September 2020 Relationships Education became a statutory component of the PSHE (personal, social, health and economic education) curriculum. The new Relationships, Sex and Health Education (RSHE) curriculum is being implemented in September 2026.

We believe Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips pupils with information and skills they need to understand about themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and offline. Relationships Education enables pupils to explore their own attitudes and those of others respectfully.

As Relationships Education is statutory, parents do not have the right to withdraw their child from this part of the curriculum.

1.2 Context of Wider PSHE

We deliver Relationships Education as part of our wider provision of Personal, Social, Health and Economics Education (PSHE), which also includes statutory Health Education.

The aims of Relationships Education are further supported by extracurricular and enrichment activities that we provide such as social skills interventions, engagement in anti-bullying week and following the Commando Joe character programme.

1.3 Intent of our Relationships Education Curriculum

Through the delivery of Relationships Education, we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes, which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

All adults in school will work towards achieving these aims for Relationships Education. We seek to enable our children to:

- develop interpersonal and communication skills
- develop positive, personal values and a moral framework that will guide their decisions and behaviour
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop healthy, respectful, caring relationships based on mutuality, reciprocity and trust
- develop skills to help them build and maintain healthy relationships in good times and bad
- develop their ability to keep themselves and others safe, physically and emotionally, both on and off line
- develop their understanding of a variety of families and how families are central to the wellbeing of children
- build their understanding of the variety of views, beliefs and identities that shape families and relationships
- recognise and avoid coercive and exploitative relationships
- explore relationships in ways appropriate to their age and stage of development
- value, care for and respect their bodies
- build confidence in accessing additional advice and support for themselves and others.

2. Implementing Our Policy

2.1 Inclusion

In relation to those with special educational needs or disability, we ensure our Relationships Education programme provides for those with additional needs. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and we ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer. We consider:

- the accessibility and appropriateness of teaching resources
- their level of vulnerability to coercion and pressure
- their previous experience of negative behaviours in child-child or child-adult relationships
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff and parents/carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

Please note that we will adapt the content of relationships education depending on each child's individual special educational need. This could include smaller group sessions, social story work etc.

2.2 Equality

The Equality Act 2010 has special resonance in Relationships Education. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy which enable pupils to understand the rights and responsibilities we all have towards one another. We strive to ensure that every child feels valued and represented in our school as a whole and specifically through our Relationships Education provision.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils or their families because of their age, sex, race, disability, religion or belief, gender reassignment,

pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that Relationships Education meets the needs of all:

- We will reflect a range of lifestyles, beliefs and family structures so that all children see themselves and their families reflected back in their lessons.
- We will ensure that the law in relation to, for example, equality, marriage, online behaviours, sexuality, discrimination and violence are explained in age-appropriate ways.
- Where parents/carers have made us aware of their cultural or religious views or beliefs about families, relationships or identities, we will ensure these perspectives are included (unless they are unlawful).
- We will not seek to gain consensus, but will accept and celebrate difference, and enable children to develop respectful, inclusive communication skills.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected back to pupils.
- We will encourage, respect and build skills to enable children to identify and report abusive and exploitative behaviours.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

We support children in developing their knowledge about and attitudes towards diversity throughout units of work including:

- Diversity and Communities
- Family and Friends

2.3 Safeguarding

We understand the importance of high-quality Relationships Education as we fulfil our statutory safeguarding duties. Relationship Education enables pupils to understand about mutual, consensual and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Family and Friends' and 'Anti-bullying' enables us to fulfil our statutory duty to prevent 'child-on-child' abuse.

In the case of Relationships Education and Personal Safety, we recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. Relationships Education and Personal Safety enable us to fulfil our duty to prevent Female Genital Mutilation (FGM).

Sexually Active Pupils: There are extremely rare occasions where a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. Children of primary age are not deemed able to give meaningful consent to any sexual activity. The member of staff receiving the report/disclosure will follow Safeguarding Procedures and report concerns to the Designated Safeguarding Lead (DSL) immediately.

All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (Kirstie Randle) or Deputy Designated Safeguarding Leads (Lindsay Weatherill, Laura Kasler, Donna Jewitt, Joshua Noon) immediately - this will be done via CPOMS

2.4 Consent

As a school, we think it is important to teach the idea of consent (asking/giving permission). This will be taught from EYFS through to Year 6, in an age-appropriate way.

For example:

EYFS/KS1

- Asking/giving permission to join in a game or borrow somebody's toy
- NSPCC PANTS
<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

KS2

- Consensual relationships
- Social media e.g. sharing/taking pictures

2.5 Development of the Policy

This policy has been developed in consultation with staff, pupils and parents/carers.

All views expressed by staff and parents/carers about the policy have been considered. The final decision on the policy and delivery has been made by the school, having listened to the needs and views of the school community.

2.6 Consulting on our Policy

Parents/Carers will be consulted if any changes are made when renewing this current policy.

Parents have the opportunity to attend a relationship education meeting each year, which gives them the chance to ask any questions and discuss any queries they may have.

Pupils views have also been represented through the school council.

We will be more than happy to take on parental views at any point. The policy will be available on our website at all times.

3. Involving the Whole School Community

3.1 Working with Staff

We ask that where possible class teachers deliver the Relationships Education curriculum. Teaching Relationships Education can be very rewarding, but we understand that, in order to feel confident, teachers need opportunities to develop their own knowledge, skills and attitudes. We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand and comply with their duties connected with safeguarding, equality and inclusion.

Teachers have a duty to deliver statutory areas of the curriculum and all teachers will be supported to develop their skills in delivering non-statutory areas such as sex education. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of Relationships Education. We will also encourage the sharing of good practice. We may also use team teaching to develop confidence.

Those with special responsibility for the development of Relationships Education will be offered opportunities to consult with advisors and attend external training courses.

3.2 Engaging with Pupils

We recognise that an inclusive and well-sequenced Relationships Education and Sex Education curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging. We will involve pupils in the evaluation and development of the Relationships Education curriculum in ways appropriate to their age. We will seek opportunities to discuss children's views about the content, accessibility and relevance of their lessons.

- We will involve pupils in the evaluation and development of their Relationships Education in ways appropriate to their age. We will seek opportunities to discuss children's views about the content of their PSHE lessons.
- We will encourage pupils to ask questions as they arise by providing anonymous question boxes.
- We will ask pupils to reflect on their learning and set goals for future learning.
- Pupils views will also be represented through the school council.

3.3 Communicating with Parents/carers

Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many children like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore we seek to work in partnership with parents/carers when planning and delivering Relationships Education. We will encourage this partnership by:

- Sharing details of our curriculum on our website – please note that if requested, class teachers can share specific lesson plans and resources with parents/carers, providing that the content will not be copied or shared further
- Informing parents/carers of forthcoming Relationships Education topics e.g. Personal Safety, Anti-bullying and RSE via our newsletter
- Inviting parents to learn more about the approach used in Relationships Education and RSE (e.g. through annual parent information evenings)
- Informing parents/carers about PSHE, Relationships Education and RSE programmes as their child joins the school through the school website
- Providing supportive information about parents' role in Relationships Education

- Inviting parents to discuss their views and concerns about Relationships Education on an informal basis
- Signposting parents/carers to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children.

3.4 Sharing Teaching Materials with Parents/carers

- We recognise that it is the best interests of our children that we engage with parents/carers on the content of Relationships Education and Sex Education and share with transparency, our lessons outlines and teaching materials
- We will share a representative sample of the teaching materials for RSE that children will use with parents/carers, enabling them to continue the conversations at home. This sample will be shared through our annual relationships education meeting but is also available on request.
- We will also share resources used in our Diversity and Community topic which includes teaching about stereotypes and gender on request
- If Parents/carers wish to see all the teaching materials that the children will engage with in RSE, they must contact the school office to arrange a meeting with the PSHE lead/head teacher.
- Parents/carers will be made aware of the copyright law applying to the resources and will be asked not to copy or share the resources further, in accordance with copyright law

3.5 Working with External Agencies and the Wider Community

We believe that all aspects of Relationships Education are most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school, who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met and that visitors adhere to content coverage agreed in our policy.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this policy, prior to their visit.
- All lessons will be planned in direct liaison with the PSHE lead/Class teacher, taking account of the age and needs of the group and the context of the work within the Relationships Education programme.

- Visitors will be reminded that, whilst contributing to Relationships Education in a classroom setting, they must adhere to the same confidentiality code as staff members. Class teaching must be seen as separate from health or other targeted interventions to support wellbeing.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHE Lead/Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

4. Curriculum Organisation and Delivery

Our Relationships Education curriculum (see appendix) is wholly consistent with the DfE statutory requirements for Relationships Education and Health Education (2020), National Curriculum (2014), other DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. We consider Relationships Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group where children revisit and build on knowledge and concepts as they progress through school. All adults working with children have a part to play in supporting the delivery of Relationships Education.

Relationships Education is learning about:

- Families and People who care for me
- Caring Friendships
- Respectful, kind relationships
- Online safety and awareness
- Being Safe

Our PSHE topic structure does not separate delivery of Relationships Education from Health Education and wider PSHE. We deliver topics which, taking the lead from children's lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way. The topics where Relationships Education is a significant driver are:

- Anti-bullying
- Diversity and Communities
- Family and Friends
- Managing change
- My emotions
- Personal Safety
- Relationships and Sex Education (Year 6)

Relationships Education will be taught in:

- PSHE through designated lessons, circle time, focused events, health weeks
- Other curriculum areas including Science, RE, and Computing (internet safety)
- Enrichment activities, especially our Commando Joes programme, involvement in school trips and adventurous activities.

4.1 Teaching Methodologies

Our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation are practised in classroom situations and where attitudes such as

respect and empathy are modelled and discussed. We encourage teachers to ensure that group work, debate, taking other people's view points and working together are practised in all PSHE lessons and across the wider curriculum. Our Relationships Education lessons are not simple opportunities to give information, but to build relationship skills, reflect on our needs and views, explore other people's perspectives and develop possible solutions through discussion and interaction.

In keeping with this approach, we base our curriculum on a series of questions children will have the opportunity to engage with, rather than banks of knowledge they will acquire. These questions are set out on our PSHE framework (see appendix)

4.2 Creating a safe learning environment

Relationships Education is taught in a safe, non-judgemental environment where all adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any Relationships Education work, in addition to those already used in the classroom. They will cover the following areas:

- appropriate use of language
- the asking and answering of personal questions
- strategies for checking or accessing information.
- when information might be shared outside the lesson, in accordance with safeguarding duties

4.2.2 Distancing Techniques:

In order to protect children's privacy and to enable them to better learn about concepts without emotional distress, we will employ teaching strategies which enable them to discuss issues without disclosing personal experience or encouraging personal reflection on matters which may have been difficult or traumatic. For example, we will use fiction, puppets, role-play, to enable children to share ideas and opinions about third parties and to practise their decision-making skills without building emotional discomfort or distress.

4.2.3 Single-Sex groups

Alongside our mixed-sex groups, we may use single-sex groups or small group teaching where this will help us to meet the needs of those with cultural, religious or other backgrounds which make it difficult for them to comfortably access the statutory curriculum in a mixed-sex group. If ever needed, we will discuss the needs of non-binary students (whose gender identity is outside the binary of boy/girl) with parents/carers and the pupils themselves, when deciding on grouping arrangements. We will also use single sex groups for parts of our sex education lessons.

4.3 Our school context

Our topic, RSE, combines elements of Relationships Education (e.g. learning about families, personal safety and emotional wellbeing) with aspects of Health Education (e.g. learning about the spread of

illnesses and developing bodies). This combination offers the best location for our provision of non-statutory sex education. Some elements of our RSE topic are part of the statutory National Curriculum for Science (e.g. the biological aspects of puberty, sexual reproduction and the spread of viruses).

We will ensure that children receive teaching about puberty in Year 5 and 6 in order to prepare them for the physical, emotional and social changes they are approaching or undergoing. We also deliver introductory teaching about puberty at Year 4.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we may use single-sex groups or small group teaching where this will help us to meet the needs of particular children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

4.3.1 'Family and people who care for me' and 'Caring friendships'

This area of the statutory content is delivered in a variety of different topics in our programme. Key topics for delivering content are 'Anti-bullying' and 'Family and Friends'.

4.3.2 Our Aims for 'Anti-bullying' and 'Friends and Family'

We recognise that children learn about skills which contribute to their ability to build and sustain healthy relationships in a wide variety of ways, not only through planned lessons, but through their everyday experiences at school and at home. Our school ethos, wider enrichment opportunities and the interventions and support offered, all contribute to the development of these skills.

These two topics contain the main location for our teaching on the statutory content from the 'Families and People who Care for me' and 'Caring Friendships' sections of the DfE statutory guidance for Relationships Education.

In addition to our broad aims for Relationships Education, in our planned lessons on Anti-bullying and Family and Friends we aim to ensure that children:

- Learn skills for developing and sustaining healthy friendships
- Are able to apply principles of mutuality, equality, respect and loyalty across different types of relationships
- Are able to identify coercion, manipulation and power imbalance across different types of relationships
- Learn that empathy, communication skills, emotional literacy and positive mental health all contribute to healthy relationships
- Learn about the breadth of different family structures, lifestyles, religions and cultures and understand how to show respect and celebrate difference
- Are able to ask for support and support others when relationships are tough.

4.3.3 Respectful, kind relationships

This area of the statutory content is delivered in a variety of different topics in our programme. A key topic for delivering content is 'Diversity and Community'.

4.3.4 Our aims for 'Diversity and Community'

We recognise that children learn about diversity in a variety of different ways and from a variety of sometimes contradictory sources. We will carry out our responsibilities under the Public Sector

Equalities Duty to reduce discrimination, advance equality of opportunity and encourage good relations between different groups. We hope that our topic on Diversity and Community will support children to prepare for the opportunities, responsibilities and experiences of later life in modern Britain (Education Act 2020/Academies Act 2010) where they will meet a wide range of diverse people with different characteristics, including the protected characteristics: age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, and sexual orientation.

This topic includes content taken from the 'Respectful, kind relationships' sections of the DfE statutory guidance for Relationships Education and supports us in teaching children about the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

This topic also provides a vehicle for us to carry out our responsibilities to prevent child on child abuse (KCSIE 2025) particularly in the context of prejudiced language or behaviours and prejudiced related bullying.

In addition to our broad aims for Relationships Education, in our planned lessons on Diversity and Community we aim to ensure that children:

- develop their understanding that they and others should be treated with respect, including those who are different from them (physically, in character, in personality or background) or who make different choices or preferences or have different beliefs.
- build a strong sense of their own identities and the different and changing facets that contribute to these.
- understand about stereotypes and how to identify and challenge them.
- understand the benefits for them and others of engaging in a range of ways in their immediate and wider communities.

In our lessons we plan to 'reflect back' the views and experiences of different families, so that every child is able to hear familiar and unfamiliar views, learning respectful communication, even if there is disagreement. We will ensure that information we share is medically and legally accurate.

4.3.5 LGBT Content

We note the DfE's encouragement that primary schools should teach about 'healthy, loving relationships' (DfE RSHE paras 67-72). We will therefore teach about same sex relationships in the context of a wide range of family structures, in age-appropriate ways that will be familiar to our children, so that they understand that their peers' families might not be the same as theirs.

We understand that there is significant, current debate about the concept of gender identity, that parents/carers will have different views and that children will have heard some of these. We will enable children to reflect on differing views with empathy and respect. We will teach children to identify and challenge stereotypes based on gender and any negative behaviours that stem from sexism or misogyny. We will ensure that children are aware that those with the protected characteristic of gender reassignment or sexual orientation must be treated kindly, with respect and without prejudice.

4.3.6 Religion and belief

We recognise that parents/carers in our school community may hold differing religious views and beliefs, even if they follow the same religion. We will encourage them to talk with us about these views so that we can 'reflect them back' to the children, in our lessons. We may use phrases such as 'Some people believe X, some people believe Y.' We will be clear when we are delivering content

that reflects religious belief. We will not ask children to explain their family's religious perspective on a topic, unless they choose to do so. We will make it clear when we are teaching about the law or medical fact.

4.4 Being Safe

This area of the statutory content is delivered in a variety of different topics in our programme. A key topic for delivering this content is 'Being Safe'.

4.4.1 Our Aims for 'Being Safe'

A culture of safeguarding runs through everything we do in school. In this topic, we aim to proactively teach skills and attitudes which will enable children to keep themselves safer.

This topic includes content taken from the 'Being safe' section of the DfE statutory guidance for Relationships Education and supports us in fulfilling our duties (KCSIE 2025) to prevent child on child abuse and to enable children to report concerns and abuse, both on and offline.

In addition to our broad aims for Relationships Education, in our planned lessons on 'Being Safe' we aim to ensure that children:

- understand about boundaries in peer and child/adult relationships and how to communicate about these.
- understand concepts of bodily autonomy and privacy.
- recognise when a relationship is harmful or abusive and be able to report abuse or concerns about behaviour on or offline.
- develop skills to communicate concerns and to be persistent with trusted adults.

Children will learn a broad range of safeguarding skills and strategies which will be exemplified and reinforced through our teaching content and through everyday practice and consistent adult role modelling and support. In line with our safeguarding policies, all adults will be trained to respond to any behaviour or concern that might indicate a safeguarding need.

4.5 Online Safety and Awareness

This area of the statutory content is delivered in a variety of different topics in our programme. We will also incorporate this into our computing curriculum.

Every school in the country is finding its way through the new opportunities and risks that use of technology brings. We recognise that we must work in partnership with parents/carers to inform them about the risks to their child's health and wellbeing of unrestricted or poorly supervised online activity.

We recognise that our Safeguarding duties extend to the online world, not just in protecting children from predatory adults, but from children's interpersonal difficulties which may be caused and/or exacerbated by the use of technology. We are aware of our duties in KCSIE to keep children safe online and to prevent child on child abuse.

4.7 Curriculum Materials and Resources

We will primarily use the [Cambridgeshire Primary Personal Development Programme](#) and the resources recommended within it when planning and delivering Relationships Education and Sex Education. We will avoid a 'resource-led' approach, instead we will focus on the needs of the children and our planned learning objectives. We will carefully select

resources which meet these objectives and the needs of the children. We will evaluate teaching resources thoroughly before using them. We will select resources which:

- are consistent with our curriculum for Relationships Education.
- relate to the aims and objectives of this policy.
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children.
- appeal to adults and children.
- are up-to-date in factual content.
- are produced by a reputable organisation.
- do not show unfair bias e.g. towards a commercial product, religious view point.
- avoid racial, gender, sexual, cultural and religious stereotyping and heteronormativity.
- encourage active and participative learning.
- conform to the statutory requirements for Relationships Education.

We will also use lesson plans and resources from ‘pol-ed’ ‘muse’ ‘twinkl’ and ‘a whole school curriculum for relationships and sex education’ to ensure that our curriculum is varied and relevant to each cohort.

4.8 Safe and Effective Practice

- In line with our safeguarding practice, staff are unable to offer absolute confidentiality
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (taking special care with very young children or those with significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality than school staff are able to give. However, in a classroom and other teaching situations, when they are contributing to our planned Relationships Education programme, they will follow the school’s Safeguarding and Confidentiality Policies. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with classes.

4.8.1 Answering Children’s Questions

We acknowledge that sensitive and complex issues will arise in Relationships Education and Sex Education, as pupils will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content. As a first principle, we will answer questions relating to the planned curriculum for that age group or below, to the whole class. If a member of staff is uncertain about the answer to a question which goes beyond the planned content for that age group, or indeed whether they wish to answer it, they will seek guidance from the PSHE leader/Designated Safeguarding Lead. In some cases the question will reach beyond the planned curriculum for Y6 and the question will not be answered in school. The child will be asked if they would like support to ask their questions at home or to another trusted adult. When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or exploitation, teachers will pass this information to the DSL in line with the school’s Safeguarding policy.

4.9 Assessment, Recording, Reporting

We will use 'one note' to record whole class discussions and group work in PSHE. We also highly value pupil voice and will take into account the opinions of our children about what they would like to learn.

From time to time, the PSHE lead will ask staff to reflect on the effectiveness of learning in particular units of work, using the rating sheets in each unit. Best practice will also be shared through learning walks, monitoring of planning and children's work and also through training opportunities.

5. Sex Education Policy

5.1 Definition of Sex Education

We define Sex Education as learning about human conception and birth. **Please note that the delivery of statutory relationships education does not include this.**

This extends the learning about sexual reproduction in 'some plants and animals' required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health Education, as understanding sexual reproduction in humans enables children to understand the processes of puberty.

We have taken into account the DfE's recommendation that all primary schools have a Sex Education programme and we understand that this is not statutory. We understand that our teaching in sex education must be tailored to the needs and physical and emotional maturity of the pupils.

5.2 Content of Sex Education

The content of our Sex Education programme will be gradually developed in an age-appropriate way. The children will not learn detailed biological information about human sexual reproduction until Y6. They will learn about sexual intercourse in the context of sexual reproduction.

If Sex Education is brought up in questions and answer sessions before Year 6, it will be discussed but only in a scientific manner (and in an age-appropriate way) which links to the statutory Science content.

5.3 Teaching Methodologies

In Sex Education there is a certain amount of knowledge which has to be imparted. Teachers will give the facts in an accessible way using a range of approaches, such as scientific diagrams, short videos (e.g. operation ouch, Newsround) and stories. Pupils will be asked to consolidate their learning in ways which enable them to develop skills to discuss sexual body parts and functions confidently, and to understand the relevance of puberty to sexual reproduction.

5.4 Delivery of the Sex Education Curriculum

Sex Education will be delivered as part of our topic called Relationships and Sex Education (RSE) by a teacher, who knows the needs and natures of the children. The teacher is best placed to tailor the learning to the needs of the pupils.

Parents/carers will be informed by letter/email about the content of the curriculum in advance of teaching and will be invited to talk to staff if they have questions.

Teachers will be offered support to develop their skills and to learn from others where needed.

5.5 Right to be withdrawn from Sex Education

Parents/carers have the right to request that their child be withdrawn from some or all of Sex Education delivered as part of statutory Relationships Education. Before granting any such request the Head Teacher will discuss the request with parents/carers (and if appropriate with the child) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the child of being part of the lessons will also be discussed. We will record the discussion and the outcomes on CPOMS.

We will consider compromise arrangements which will enable the child to receive Sex Education at school.

6. Monitoring, Review and Evaluation

Monitoring, review and evaluation of the policy is the responsibility of the PSHE lead, with support from the Head Teacher. We will also inform and consult parents whenever the policy is renewed and if any changes are to be made. The policy will be reviewed each year.

7. Appendices

Content covered in Relationships Education

Please note that all lessons are taught in an age-appropriate way and lessons are adapted for each cohort.

More detail about content covered will be available at request and also discussed in our annual parent information evening.

Year 1 and 2

Citizenship Diversity and Communities (DC 1/2) a. What makes me 'me', and what makes you 'you'? RKR b. Do all boys and girls like the same things? RKR c. What is my family like and how are families different? FP d. What different groups do we belong to? RKR e. What is a stereotype, and can I give some examples? RKR f. Who helps people in my locality and what help do people need? GW g. What does my community mean and how does it feel to belong to it? GW h. How do people find out about what is happening in my community? GW i. How do we care for animals and plants? GW j. How can I help look after my school?	• My identity • Different families • Different cultures and beliefs • Groups in and out of school • Respect • Community • Stereotypes • People who help us • School environment • Needs of people/animals / pets/plants
Healthy & Safer Lifestyles Being Safe (BS 1/2) a. Can I identify different feelings and tell others how I feel? GW b. Which school/classroom rules are about helping people to feel safe? BS c. Can I name my own Early Warning Signs? BS d. How do I know which adults and friends I can trust? CF e. Who could I talk with if I have a worry or need to ask for help? BS f. What could I do if a friend or someone in my family isn't kind to me? BS g. Can I identify private body parts and say 'no' to unwanted touch? DB BS h. What could I do if I feel worried about a secret? BS RKR i. What could I do if something worries or upsets me when I am online? BSWO	• Identifying and communicating feelings • School/classroom rules • Early Warning signs • Identifying trusted adults • Networks of support • Recognising unkind behaviour • Bodily autonomy • Safe, unsafe & unwanted touch • Safe and unsafe secrets • Online safety
Healthy & Safer Lifestyles Managing Safety and Risk (MSR 1/2) a. What are risky situations and how might I feel? PS/GW b. What is my name, address and phone number and when might I need to give them? BFA c. What is an emergency and who can help? BFA d. What makes a place or activity safe for me? GW e. What are the benefits and risks for me when walking near the road, or using the railways, and how can I stay safer? PS f. What are the benefits and risks for me in the sun and how can I stay safer? HPP g. What do I enjoy when I'm near water and how can I stay safer? PS h. What are the risks for me if I am lost and how can I get help? BS i. How can I help to stop simple accidents from happening and how can I help if there is an accident? BFA	• Risky situations • Emotions associated with risk • Basic personal information • Asking for & giving help in an emergency • Safety eyes & ears • Road & rail safety • Travel to & from school • Rules for keeping safer • Sun safety • The water safety code • Keeping safe from accidents
Healthy & Safer Lifestyles Relationships and Sex Education (RS 1) a. What are the names of the main parts of the body? DB b. How has my body changed since I was little? DB c. What can my amazing body do and how has this changed since I was younger? d. When am I in charge of my actions and my body? BS e. How can I keep my body clean? HPP f. How can I avoid spreading common illnesses and diseases? HPP	• External parts of the body • My amazing body • Germs • Hand washing
Myself & My Relationships Family and Friends (FF 1/2) a. Can I describe what a good friend is and does and how it feels to be friends? CF b. How can I still have fun if I don't have a friend to play with? CF c. Why is telling the truth important? CF d. What does being 'bossy' mean? RKR e. What skills can I use to make and build friendships? RKR f. How might communicating with friends be hard and how might we feel? RKR g. How can I try to mend friendships if they have become difficult? CF h. What is my personal space and how do I talk to people about it? BS i. Who is in my family and how do we care for each other? FP j. Who are my special people, why are they special and how do they support me? CF	• Friendship • Truthfulness • My family • Special people • Problem solving in relationships • Different points of view • Personal space • Networks of support

Healthy & Safer Lifestyles Relationships and Sex Education (RS 2) a. How do babies change and grow? NC Science/DB b. What's growing in that bump? NC Science c. How have I changed since I was a baby? NC Science d. What are my responsibilities now I'm growing up? DB e. What do babies and children need from their families? FP f. Which stable caring relationships are at the heart of families I know? FP	- Babies to children to adults - Growing up - Caring families - Family variety - Marriage - Changing responsibilities
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Year 3 and 4

Healthy & Safer Lifestyles Relationships and Sex Education (RS 3) a. How are male and female bodies different and what are the different parts called? DB b. When do we talk about our bodies, how do they change, and who do we talk to? DB c. Can I describe new or developing physical skills and how special my body is? d. Why is it important to keep myself clean? HPP e. What can I do for myself to stay clean and how will this change in the future? HPP f. How do different illnesses and diseases spread and what can I do to prevent this? HPP	- Male and female bodies - Talking about bodies - Valuing the body's uniqueness & capabilities - Responsibilities for hygiene - Preventing spread of illnesses
Citizenship Diversity and Communities (DC 3/4) a. What have we got in common and how are we different? RKR b. How might other people's expectations of how girls and boys should behave affect our choices? RKR c. How are our families the same and how are they different? FP d. Do people who live in my locality have different traditions, cultures and beliefs? RKR e. How does valuing diversity benefit everyone? RKR f. Why are stereotypes unfair and how can I challenge them? RKR g. How do people in my community benefit from belonging to different groups? GW h. What are the roles of people who support others with different needs in my community? GW i. How does the media work in my community? j. How can we care for the local environment and what are the benefits? GW k. What do animals need and what are our responsibilities?	- Similarities and differences - People in the community - People with different backgrounds - Stereotypes - Roles in the community - Local environment - Animal welfare - Role of the media
Healthy & Safer Lifestyles Managing Safety and Risk (MSR 3/4) a. How do I feel in risky situations and how might my body react? PS/GW b. Can I make decisions in risky situations and might my friends affect these decisions? c. When might I meet adults I don't know & how can I respond safely? BS d. What actions could I take in an emergency or accident and how can I call the emergency services? BFA e. What are the benefits of using the roads and being near water and how can I reduce the risks? PS f. How is fire risky and how can I reduce the risks? PS g. How do I keep myself safe during activities and visits? h. How can I stop accidents happening at home and when I'm out? PS	- Emotions in risky situations - Dealing with pressure in risky situations - Reactions to risk - Taking action in an emergency - Road safety - Fire safety - Beach safety - Safety near waterways - Safety during activities and visits - Preventing accidents in familiar settings
Healthy & Safer Lifestyles Being Safe (BS 3/4) a. How do I recognise my own feelings and communicate them to others? GW b. Which school/classroom rules are about helping people to feel safe? RKR c. Can I recognise when my Early Warning Signs are telling me I don't feel safe? BS d. What qualities do trusted adults and trusted friends have? CF e. Who is on my network of support and how can I ask them for help? BS f. What could I do if I feel worried about a friendship or family relationship? BS g. What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted? BS h. How can I decide if a secret is safe or unsafe? BS i. How can I keep safe online? BS/WO	- Identifying and communicating feelings - School/classroom rules - Early Warning signs - Identifying trusted adults - Networks of support - Safety continuum - Recognising and reporting unkind behaviour - Bodily autonomy - Personal boundaries - Safe, unsafe and unwanted touch - Safe and unsafe secrets - Online safety
Healthy & Safer Lifestyles Relationships and Sex Education (RS 4) a. What are the main stages of the human life cycle? NC Science/DB b. How did I begin? Sex Ed c. What does it mean to be grown up? DB d. What am I responsible for now and how will this change? DB e. How do different families care for their children physically and emotionally? FP	- Stages of human life cycle - Seed+egg - Being grown up - My responsibilities - Families' responsibilities - Caring families

Myself & My Relationships Family and Friends (FF 3/4) a. How do good friends behave on and offline and how do I feel as a result? CF b. What can I do when I feel left out of people's play? CF c. What is a healthy friendship and how does trust play an essential part? CF d. What is 'give and take' in a healthy friendship? RKR e. What skills do I use for choosing, making and developing friendships and how effective are they? RKR f. How can I help to resolve disagreements positively by listening and compromising? CF g. How can I empathise with other people in a disagreement? CF h. Who can I talk to when friendships get difficult? BS i. How can I check with my friends about their personal boundaries? BS j. How do my family members help each other to feel safe and secure when things are tough? FP k. Who is in my network of special people now and how do we affect and support each other? CF	• Developing friendships • On and offline friendships • Emotions in relationships • Trustworthiness • Special people and networks • Compromise • Empathy • Conflict resolution • Personal boundaries • Networks of support
Healthy & Safer Lifestyles Being Safe (BS 5/6) a. How do I recognise my own feelings and consider how my actions may affect the feelings of others? GW b. Can I use my Early Warning Signs to judge how safe I am feeling? BS c. How do I judge who is a trusted adult or trusted friend? CF d. How can I seek help or advice from someone on my network of support and when should I review my network? BS e. How could I report concerns of abuse or neglect? BS f. Can I identify appropriate & inappropriate or unsafe physical contact? BS RKR g. How do I judge when it is not right to keep a secret and what action could I take? BS RKR h. How can I recognise risks online and report concerns? OSA i. What strategies can I use to assess risk and help me feel safer when I am feeling unsafe? BS	• Recognising feelings & considering others • Rights and responsibilities • Is my fun, fun for everyone? • Early Warning signs • Identifying trusted adults • Networks of support • Safety continuum • Recognising and reporting abuse or neglect • Bodily autonomy • Personal boundaries • Safe, unsafe, unwanted touch • Safe and unsafe secrets • Online safety • Protective intervention • Assessing risk
Healthy & Safer Lifestyles Managing Safety and Risk (MSR 5/6) a. When might it be good for my mental health for me to take a risk? PS/GW b. What are the possible benefits and consequences of taking physical, emotional and social risks? GW c. When am I responsible for my own safety as I get older and how can I keep others safer? BS d. How can I safely get the attention of a known or unknown adult in an emergency? BS e. Can I carry out basic first aid in common situations, including head injuries? BFA f. What are the benefits of cycling and walking on my own and how can I stay safer? GWIPS g. How can being outside support my wellbeing & how do I keep myself safe in the sun? HPP h. What are the benefits of using public transport and how can I stay safe near railways? PS i. How can I prevent accidents at school and at home, now that I can take more responsibility? PS	• Personal responsibility for safety • Risk reduction strategies • Getting help • Sources of support • Basic first aid • Road, sun, cycle, railway & electrical safety • Health & safety rules in school • Preventing a wider range of accidents
Healthy & Safer Lifestyles Relationships and Sex Education (RS 5) a. What are male and female sexual parts called and what are their functions? DB b. How can I talk about sexual body parts comfortably, confidently, and appropriately BS c. What happens to different bodies during puberty? DB d. What might influence my view of my body? e. How can I keep my growing and changing body clean? HPP f. How can I reduce the spread of a wider range of viruses and bacteria? HPP	• Names of sexual parts • Puberty • Physical and emotional change • Menstruation • Developing body image • Changing hygiene routines • Viruses and bacteria
Citizenship Diversity and Communities (DC 5/6) a. How do other people's perceptions, views, and stereotypes influence my sense of identity? RKR b. How do people's views of how girls and boys should behave affect my identity, friendships behaviour and choices? RKR c. What are people's different identity's locally and in the UK? RKR d. How can I show respect to those with different lifestyles beliefs and traditions? RKR e. Which wider communities and groups do I belong to and how does this benefit me? GW f. What are voluntary organisations and how do they make a difference? GW g. What is the role of the media and how does it influence me and my community? h. Who cares for the wider environment and what is my contribution? GW	• Influences on my identity • Gender • Diversity in communities • Challenging stereotypes • Voluntary, community, charitable and pressure groups • The media • Environmental issues • Sustainability
Healthy & Safer Lifestyles Relationships and Sex Education (RS 6) a. What are the different ways babies are conceived and born? Sex Ed b. What effect might puberty have on feelings and emotions? DB c. When can I take responsibility for how others feel? RKR d. What should adults think about before they have children? FP e. Why might people get married or become civil partners? FP f. What are different families like? FP	• Human lifecycle • Sexual reproduction • Changing emotions and relationships • Responsibility for others • Love and care • Marriage & civil partnership • Families

Year 5 and 6

Myself & My Relationships Family and Friends (FF 5/6) a. What are the characteristics of healthy friendships on or offline and how do they benefit me? CF b. How can I be a good friendship role model? CF c. How do trust and loyalty feature in my relationships on and offline? CF d. Can I spot when a friendship is not mutual and ask for help? RKR e. What skills do I use to make and develop friendships online? RKR f. Can I balance the needs of family and friends and how do I manage this? RKR g. Can I communicate, empathise and compromise when resolving friendship issues? CF h. What can I do and say when a friendship breaks down? BS RKR i. How can I check that my friends give consent on and offline? BS j. How do people in my family continue to support each other as things change? FP k. Who is in my networks on and offline and how have these changed and how do we support each other? CF	• Healthy friendships • Trust • Loyalty • Empathy • Compromise • Consent • Changing networks • Family support • Influences and pressures • Cooperation • Networks of support • Online communities
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7.2 Linked National Documents

Keeping children safe in education 2025

Children and Social Work Bill 2017.

Sex and Relationships Education for the 21st Century’.

Equality Act 2010

Relationships Education, Relationships and Sex Education and Health Education guidance

NSPCC PANTS